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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for third grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM

It Works!

Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

CS211372

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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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The Department of Education gratefully acknowledges the contributions of the numerous educators across the state of Tennessee whose dedication and tireless efforts made the Language Arts Curriculum Guide possible. Only through the efforts and skill of so many individuals working together unselfishly could this task have been completed.

We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers for the vital contributions they have made to the development of this guide. Additionally, the Department acknowledges the dedication to excellence of Donna Spalding, Faye Taylor, J B Whitman, Judith Morgan, Rebecca Woodcock, and Gwen Bailey and their assistants Ruth Wright, Kathy Todd and Pat Brenner for the many long, hard hours they invested in developing this guide.

FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 discriminate between manuscript and cursive letters.	Each letter should be analyzed and the cursive and manuscript forms compared. Comparison should focus on the size and shape of each letter and the basic strokes used in writing each.	comprehending	A. The teacher should use the chalkboard or overhead projector to demonstrate the formation of each letter in manuscript and in cursive. Students should be shown examples of words containing the cursive letter being studied.		
		comprehending, discriminating visually	B. Have students match each manuscript letter to its cursive counterpart for both upper-case and lower-case letters.		
		comprehending, analyzing	C. Divide the children into two teams, giving one team the upper-case cursive letters and the other team the matching upper-case manuscript letters. Ask students to find their partners in the other group. Do this exercise until all the letters are used. This activity could be expanded by having each pair of students stand and tell the class how their letters are alike and different.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 discriminate between upper-case and lower-case cursive letters	Upper-case cursive letters should be compared with lower-case cursive letters to allow students to notice the similarities and differences in letter formation.	comprehending, analyzing	A. Make a set of cards with the cursive upper-case letters and a second set of cards with the cursive lower-case letters and ask students to match the cards. The cards can be set up in an activity center.		
		comprehending, analyzing	B. Divide the children into two teams, giving one team the upper-case cursive letters and the other team the matching lower-case cursive letters. Ask students to find their partners in the other group. Do this exercise until all the letters are used. This activity could be expanded by having each pair of students stand up and tell the class how their letters are alike and different.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 read words and sentences in cursive writing.	At this point, students should be able to recognize and use all manuscript letters, recognize most cursive letters, recognize similarities in cursive letter shapes, and show an interest in how to write in cursive. This objective begins a transitionary period in which students will be writing in manuscript, while the correct formation of cursive letters is taught. They will sometimes naturally mix the two scripts as they become more confident about their cursive writing ability.	analyzing, interpreting interpreting	A. Write a simple letter to the students in cursive writing and ask them to respond to the letter orally. B. Have students read secret messages written in cursive, such as a note which says "Meet me on the playground by the big tree at recess."		
1.04 categorize cursive letters according to beginning stroke.	The beginning stroke for each cursive letter is either an undercurve, a downcurve or an overcurve. The cursive letters beginning with an undercurve include b,e, f, h, i, j, k, l, p, r, s, t, u, and w. The cursive letters beginning with a downcurve include a, c, d, g, o, and q. The letters beginning with an overcurve include m, n, v, x, y, and z.	analyzing, discriminating	A. After demonstrating the three beginning strokes, give each student a model of the cursive letters. Have the student circle the letters which begin with an undercurve, draw a square around the letters that begin with a downcurve, and draw a triangle around the letters which begin with an overcurve.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331A2.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
2.01 position the paper for cursive or manuscript writing.	Appropriate paper position is determined by the type of writing being done and the hand used by the student to write. For manuscript writing, the paper should be straight for a right-handed student and slanted to the right for a left-handed student. For cursive writing, the paper should be slanted to the left for a right-handed student and toward the right for a left-handed student.	observing, comprehending, modeling	A. Provide the students with pictures of left-handed and right-handed students who have their papers correctly positioned for cursive writing. Ask the class to note the change in the paper placements and to position their papers correctly for cursive writing.		
		modeling	B. Have students position their papers correctly and comfortably on their desks. Mark the positions of the students' papers on the desks with masking tape to remind the students to position their papers correctly.		
2.02 hold a pencil or pen correctly.	The student should hold the pencil or pen in the writing hand with a relaxed grip. The thumb should be alongside the pencil at least an inch from the point. The index finger should be on the top of the pencil and slightly lower than the thumb. The middle finger should be on the outside of the pencil, slightly lower than the index finger and slightly under the pencil. The last two fingers should be beside the pencil.	drawing, modeling	A. Use an overhead projector to demonstrate to students the proper way to hold a pencil or pen. Have students follow the steps and demonstrate holding a pencil. Observe each student holding a pencil.		
		analyzing	B. Display a picture of a hand holding a pencil and a list of the steps to properly position the pencil or pen. Point out to students the steps to be corrected, such as "John, look at step number one. How are you holding your pencil? Yes, you are gripping the pencil too close to the point."		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331A2.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.03 sit properly when writing.	The student should sit comfortably erect at a desk of the proper size, with both feet flat on the floor and with the elbows off the desk.	analyzing	A. Show pictures of students illustrating various writing positions. Have students identify what the student in each picture is doing correctly or incorrectly according to the rules for proper writing position.		
		analyzing	B. Have each student select a "buddy." The buddies will remind each other when they are not sitting properly for handwriting.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 form letters, words, and sentences correctly in manuscript.	Manuscript letters are formed by making a series or pattern of lines and circles. Students at this grade level should be able to handle the writing instrument properly and to allow for proper spacing between letters, words, and sentences. For guidelines on the spacing and letter formation rules, see a second grade handbook. Students who have difficulty are not yet ready to begin cursive writing and should be encouraged to learn cursive at a slower pace.	applying	A. Ask students to copy a paragraph in manuscript. Assess student readiness for cursive writing during this or other similar manuscript activities.		
		evaluating	B. Have students evaluate copies of their work using a model. Have them write personal reminders to be attached to their desks such as, " Remember to space between words."		
1.02 produce the basic strokes used to form lower-case cursive letters.	Slant and oval are the basic motions from which a variety of strokes stem. The procedure for learning the strokes and the terms used to identify the strokes vary with the textbook used. Students should be able to produce the strokes necessary to form lower-case cursive letters.	applying	A. Ask students to make slant and oval motions in the air, in sand, or with paint.		
		synthesizing	B. Have students use the slant and oval lines to draw pictures.		
		applying, evaluating	C. Ask students to produce one or more strokes using a model. Then have students evaluate their work according to size, construction, and line placement. The teacher should also evaluate the students' work.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 produce lower-case letters using cursive handwriting strokes.	Instruction on how to produce letters will follow the instruction on the particular stroke(s) necessary to produce the letters. The order of introducing the strokes and letters will follow the order of the classroom handwriting book.	applying	A. Have students, using lined paper, practice a stroke and the letters which begin with that stroke. Letters should be taught and practiced one at a time.		
		applying, synthesizing	B. Allow students to practice cursive letters using a variety of writing instruments. Pens and markers are often preferred because they produce less friction than pencils.		
1.04 join lower-case cursive letters to form words.	One or more strokes can be combined to join letters and then to form words. Instruction on the procedure for combining letters to form words should follow the sequence in the class handwriting manual.	applying, evaluating	A. Ask students to suggest two-letter combinations that could be difficult for them to produce. Write those combinations in cursive on the chalkboard and ask students to copy them on their papers.		
		applying	B. Make a list of words in lower-case cursive letters on the board which use the letter combinations in Activity A. Have students copy those words.		
		apply'ng, synthesizing	C. Give students a two-letter combination and have them make a collection of words that begin with that two-letter combination in lower-case cursive writing. For example, a collection of "br" words could include the following: broom, bring, brother, brick, and bridge.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 produce upper-case cursive letters.	There are a variety of strokes used to form upper-case cursive letters. The procedure for learning the strokes and the terms used to identify the strokes vary with the textbook used. Follow the procedures outlined in the classroom handwriting textbook.	applying	A. Activities in the classroom writing textbook should be used to teach students how to produce cursive upper-case letters.		
		analyzing, evaluating	B. Write the cursive upper-case letters on the blackboard and ask students to identify which strokes are used to form the letters.		
		comprehending, applying	C. Ask students to make a collection of words that begin with several of the upper-case letters. Have them write the collection in cursive on paper.		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 align cursive letters correctly on lines and use acceptable slant.	The slant should be uniform and lean to the right. Students should learn their writing skills on lined paper since placement of cursive letters is relative to these lines. Letters should be positioned properly in relation to the height and width of the lines.	applying	A. Provide students with correctly lined paper and demonstrate on the board with lines similar to lined paper how to write letters with an awareness of lines. The students will then reproduce the letters.		
		evaluating	B. Have students evaluate their letter form in Activity A by comparing it to the model.		
		synthesizing	C. Have students use each letter in an alliterative sentence such as, "p" - "Paul picked pretty pears."		
		evaluating	D. Have students use a ruler and draw a line under randomly selected lines of written assignments. Then have students tell if any letters are under the drawn lines and ask them to correct any poorly formed letters. Tell students that in the next written assignment, another check with a ruler will be made. Encourage them to work for improvement. Check their work frequently using this procedure.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 write with appropriate spacing.	To check spacing between words, the beginning stroke should start directly below the ending stroke of the previous word. Space between sentences should be enough for a capital O.	applying, evaluating	A. Have students copy a paragraph from a cursive model. Using the following checklist, ask students to answer the questions with "yes" or "no:" 1) Is the spacing within words right? 2) Is the spacing between words right? 3) Is the spacing between sentences right? 4) Do letters sit on the baseline as they should? 5) Do letters look like they should? 6) Are the letters slanted properly? 7) Are letters properly joined? 8) Is my writing neat? B. Write sentences or words on an acetate sheet with lines exactly as those on the students' papers. Have students write the sentences and use the acetate sheet as an overlay to compare the two samples.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 write punctuation marks correctly.	Grade level punctuation marks include the period, question mark, exclamation point, comma, apostrophe, and quotation marks.	analyzing	A. Use an overhead projector to demonstrate the appropriate formation and placement of the punctuation marks.		
		applying, analyzing	B. Write several simple sentences in which the punctuation marks have been omitted. Read each sentence to the students with the proper inflection, and ask students to copy the sentences with the proper punctuation on their paper.		
		applying	C. Have students copy a paragraph or a story in which the punctuation has been omitted. They should supply the missing punctuation.		
1.09 use margins in writing assignments.	Margins are set at the top and bottom of a page and on either side of the page. Generally, the margins on the side of the page will be set in relation to the pink lines on each side of the notebook paper. The exact margins used in the class can be set according to the individual teacher's style. Emphasize the need for students to make allowances for margins.	applying	A. Trace in crayon the margins on a blank sheet of paper for each student. Ask the class to copy a paragraph from a model onto their paper within the margins.		
		applying, creating	B. Have students design a border to be used as a frame for a cursive writing assignment. The width of the margin used for the border can be set by the teacher.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 331C1.00 To understand the standards of legibility in handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 produce cursive writing which meets legibility standards.	Legibility in handwriting involves five important elements: 1) letter formation - Basic strokes should be introduced. Correct order of strokes for proper letter formation should be emphasized. 2) spacing - Consistency in spacing between letters, words, and sentences should be stressed. 3) slant - Uniformity of slant is important. Too much or too little slant should be corrected. 4) alignment and proportion - Alignment refers to keeping the letters even at both top and bottom. Proportion refers to the height of letters. The tallest letters (b, f, h, k, l, and all upper-case letters) are almost as tall as the space between lines. The middle letters (d, p, t) are about two-thirds of the space height. The other letters are one-third of the space height. When parts of letters extend below the line (f, g, etc.), they should fill about one-half the space. 5) line quality - Attention to smoothness and clarity is important.	analyzing evaluating	A. Provide students with a checklist of items which are important to the development of legible handwriting and ask them to compare samples of their work with the checklist. The checklist can include items such as the following: 1) Are my letters formed and joined correctly? 2) Are the letters the proper size and shape? 3) Did I use adequate spacing? 4) Do the letters have a uniform slant to the right? 5) Do the letters sit on the baseline? 6) Are there proper margins? B. Have students make a list of items to improve as they assess their work and prepare to write other assignments.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify complete and incomplete sentences.	A sentence is a group of words, consisting of a subject and predicate, that expresses a complete thought. Words are placed in a sentence in an orderly manner. Sentences begin with a capital letter and end with a period, question mark, or exclamation point.	comprehending	A. Show students a group of complete and incomplete sentences. Have them signal "thumbs up" for examples that are complete sentences.	L.A. 334A1	
		identifying	B. Put complete and incomplete sentences on sentence strips. Provide students with a box labeled "trash." Instruct students to "trash" all the incomplete sentences.		
1.02 recognize the subject of a sentence.	The subject of a sentence tells who or what the sentence is about. The simple subject includes the main word or most important words. The complete subject of a sentence includes all the words that tell about the simple subject.	identifying	A. Give students several sentences. Ask them to identify the subjects by asking "who" or "what" did the action. Instruct them to draw one line under the subject.		
		applying	B. Give students a list of subjects and several sentences in which the subject is missing. Ask them to write a subject for each one from the given list.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 recognize the predicate of a sentence.	The complete predicate includes all the words that tell what the subject does or is. The simple predicate includes the main word or words.	identifying	A. Give students several sentences and ask them to draw a line under the predicate.	L.A. 334A1	
		applying	B. Give students several sentences in which the predicate is missing and ask them to write a predicate for each one.		
1.04 combine two or more short, related sentences.	Simple sentences that have some relationship to each other can easily be combined. Two complete sentences can be joined together by using the words "and" or "but." For example, "Joan is going to the beach. Her brother cannot go with her." "Joan is going to the beach, but her brother cannot go with her."	applying	A. Give students sets of simple related sentences that can easily be combined. Have students combine them at their seats and then put them on the board.	L.A. 334A1	
		applying	B. Group the class in partners. Give each group two different sets of cards with simple related sentences. Have the partners combine the sentences.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 combine two or more short, related sentences by combining parts within the sentences	Two sentences can be joined by combining parts of the sentences, such as the subjects, verbs, or descriptive terms. For example, "Bob wants to go fishing." "Ted wants to go fishing." "Bob and Ted want to go fishing." Discussion should focus on how the sentences can be combined by using the connecting word and and changing the verb.	applying	A. Provide students with several sets of sentences that can be combined in this way and have them combine the sentences. Place some examples from the students' work on the board.		
		identifying	B. Give students a list of combined sentences. Have them rewrite the sentence as two complete sentences.		
1.06 recognize the types of sentences.	There are four types of sentences: declarative, interrogative, exclamatory, and imperative. Declarative sentences make a statement and end with a period; interrogative sentences ask a question and end with a question mark; exclamatory sentences show a strong feeling and end with an exclamation point; and imperative sentences give a command and end with a period. The characteristics of each type of sentence should be taught separately.	identifying	A. Give students examples of declarative and interrogative sentences and have them identify the types of sentences. This activity can be repeated to include other types of sentences.	L.A. 334A1	
		identifying, applying	B. Give students declarative and interrogative sentences in which the punctuation has been omitted. Have students identify the sentence type and place the proper punctuation with each sentence. This activity can be repeated to include other types of sentences.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1 00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify common or proper nouns.	A common noun names any person, place, or thing while a proper noun names a particular person, place, or thing. Proper nouns and proper names are capitalized. (e.g., Fourth of July, Statue of Liberty, and San Francisco)	identifying	A. Have students make labels for the common and proper nouns in the classroom. Rules of capitalization should be emphasized.		
		identifying	B. Have students make a list of "My Favorite Nouns." Instruct them to write the following headings on their papers: "people," "places," and "things." Have them identify common and proper nouns for each heading.		
1.02 identify singular and plural nouns.	Singular nouns name one person, place, or thing. Plural nouns name more than one person, place, or thing. An "s" is used to form the plural of most nouns. When a singular noun ends with "s," "x," "ch," or "sh," add "es" to form the plural. When a singular noun ending in "y" is preceded by a consonant, change the "y" to "i" and add "es." The plural form of some nouns is formed by changing the word itself, for example, "foot - feet." Some nouns have the same plural and singular form, for example, "deer - deer."	comprehending	A. Give students a list of singular and plural nouns. Have them put an "s" by the singular nouns and a "p" by the plural nouns. Using the list, have the students make the singular nouns plural and the plural nouns singular.		
		identifying	B. Give each student a page from a magazine containing many nouns. Have them make a list of the singular and plural nouns on the page.		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify possessive nouns.	A possessive noun denotes ownership. A singular possessive noun is formed by adding an apostrophe and "s" to the singular noun. A plural possessive noun is formed by adding an apostrophe to the plural noun or an apostrophe and "s" to a plural in some cases.	identifying	A. Have students clean out their desks and pick several articles to write in possessive form. Have each student pick one article to contribute to a class list.	BSF Reading 32218,	
		comprehending, synthesizing	B. Give students a list of famous people. Have them write correctly the people and objects they might own (e.g., "Mr. T's necklace").		
		applying	C. Give the students a list of plural and possessive nouns. Have them highlight the possessive nouns. Discuss the difference in the two.		
1.04 identify action verbs.	An action verb tells what someone or something does and may be singular or plural depending upon whether the noun or pronoun is singular or plural.	identifying	A. Show students pictures illustrating actions and sentences about the pictures. Have them identify the action verb and tell if it is singular or plural.		
		synthesizing, applying	B. Have students generate a list of action verbs. Using the list, have students choose a verb to role-play for the class. Let the class guess which verb was role-played.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 identify present tense verbs.	Verb tenses show the time in which the action of the verb occurs. When something is happening now, the verb form will be in the present tense. Three rules for writing present tense verbs are as follows: 1) add "s" to most verbs to form present tense if the subject is a singular noun; 2) add "es" to form the present tense of verbs that end in "s," "ch," "sh," "z," or "x;" 3) do not add "s" or "es" to form the present tense of a verb if the subject is plural, or "I" or "you."	identifying	A. Give each student two cards. Have them write present tense on one card and past tense on the other card. Read several sentences to the class. Have them respond to the verb tense by holding up the correct card.		
		identifying	B. Give students sentences including past and present tense verbs. Have students put a star beside the sentences which show an action happening right now.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 identify past tense verbs.	A past tense verb shows action that has already happened. The rules for writing past tense verbs are as follows: 1) add "ed" to most verbs to form past tense; 2) to verbs having a single vowel and ending with a single consonant double the last consonant and add "ed;" 3) to verbs ending in "e" drop the final "e" and add "ed."	identifying identifying, comprehending	A. Give students several sentences in which the past and present tense verbs are given as possible choices. Have students identify the past tense verbs. B. Put past and present tense verbs on index cards and identify on the back of the card whether the verb is past or present tense. Have students play a game, using one student as the caller. Have the caller read the verb and ask a player the tense. When students respond with the correct verb tense, the card becomes theirs. The student with the most cards at the end of the game wins.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 identify being verbs.	Some verbs do not show action. They tell what something is or was.	identifying	A. Give students a list of verbs including being and action verbs. Have students identify the being verbs.		
		identifying	B. Give students several sentences with forms of the verb "be." Have them underline the correct being verbs.		
1.08 identify helping verbs.	The helping verb works with the main verb to help show past, present, or future action. Helping verbs are often called auxiliary verbs and include all forms of the verb "be."	identifying, comprehending	A. Give students several sentences in which helping verbs are used. Have them identify the helping verbs.		
		identifying	B. Give students several complete predicates which include helping verbs. Have students draw an arrow from the helping verb to the verb it "helps."		
		identifying	C. Give students several sentences, some with helping verbs and some with being verbs. Have them highlight the helping verbs in one color and the being verbs in another color. This activity can also be used with 332B1.07.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 identify pronouns.	A pronoun takes the place of a noun and must agree with the noun in person, number, and gender. Pronouns can be singular or plural.	identifying	A. Give students sentences in which pronouns are used and have them identify the pronouns.	L. A. 337B1	
		identifying	B. Have students make a list of nouns and a list of pronouns. Have them identify a pronoun for each noun.		
1.10 identify possessive pronouns.	A possessive pronoun shows ownership and takes the place of a possessive noun.	identifying	A. Give students sentences in which possessive pronouns are used. Have them underline the possessive pronouns.		
		identifying	B. Give students a list of possessive pronouns and a list of possessive nouns. Have students identify a possessive pronoun for each possessive noun.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.11 Identify adjectives.	An adjective describes or tells more about a noun. Adjectives can tell "which," "how many," and "what kind."	identifying	A. Give students a list of nouns and a list of adjectives. Have them identify adjectives to describe the nouns.		
	Adjectives can be used to show comparisons between things.	identifying	B. Give students a paragraph that has been written without adjectives and a list of adjectives. Have them identify where the adjectives can be used in the paragraph.		
1.12 identify articles.	"A", "an," and "the" are a type of adjective called articles. The article "the" is used with both singular and plural nouns. The articles "a" and "an" are used with singular nouns. "A" is used to precede a word beginning with a consonant sound. A word beginning with a vowel sound is preceded by "an."	identifying, discussing	A. Give students a newspaper article. Have them circle all the article adjectives on the page. Discuss how each is used.		
		identifying	B. Give students a list of nouns. Have students identify whether "a" or "an" would precede the nouns.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.13 identify adverbs.	Adverbs are words that describe "when," "where," and "how." Adverbs are also used to compare actions.	identifying	A. Give students a list of sentences that include adverbs. Have students draw a line under the verb in each sentence. Then have them ask the questions "when," "where," and "how" to find the adverbs. Have them circle the adverbs.		
		identifying	B. Give students a list of adverbs. Have them identify whether the adverbs answer the question "how," "when," or "where."		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 capitalize the first word of a sentence.	The first word of a sentence begins with a capital letter.	applying	A. Give students a paragraph to rewrite. Have them use colored pens to capitalize the first word in each sentence.		
		applying	B. Give students a short paragraph to edit for correct capitalization.		
1.02 capitalize the pronoun "I."	The pronoun "I" is always capitalized.	applying	A. Dictate sentences that use the pronoun "I" to the class. Have the students check their papers for correct capitalization by underlining the pronoun "I" in the sentences.		
		synthesizing, applying	B. Have students write several sentences about themselves using the pronoun "I." Have them underline the pronoun "I" in the sentences with colored pens, checking for correct capitalization.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 capitalize addresses.	Each word in the name of a street, town, city, state, and country begins with a capital letter. Abbreviations are often used in addresses and begin with a capital letter.	evaluating	A. Give students several addresses to proofread for correct capitalization.		
		applying, synthesizing, evaluating	B. Display a map of the United States. Identify several addresses of residences in various states. Have students write the addresses correctly.		
1.04 capitalize the names of people including initials and titles.	Capitalize each word in a person's name. Many times an initial is used in a person's name. Initials are capitalized, and are followed by periods. The titles, "Mr.," "Mrs.," "Ms.," "Miss," and "Dr." precede a person's name. Titles begin with a capital letter. The rules of capitalization that apply to people's names also apply to pets' names.	identifying, applying	A. Give students a list of persons or pets. Have them identify a proper noun for each one; for example, your teacher, your favorite movie star, a family member, your two best friends, and your pet. Have students check for correct capitalization by underlining the first letter in each word of the proper nouns.		
		applying	B. Give students a list of names of people, including initials and titles. Have them capitalize the names correctly.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 capitalize place names.	Each important word in the names of special buildings or places begins with a capital letter. Each word in the name of a street, town, city, state, and country begins with a capital letter. Abbreviations are often used to indicate place names and begin with a capital letter.	applying	A. Give students several sentences that include place names requiring capitalization. Have them rewrite the sentence in correct form.		
		synthesizing	B. Ask students to plan a trip anywhere in the world. Provide them with an atlas and have them list all the names of places they wish to visit.		
1.06 capitalize calendar words.	The names of months and days of the week begin with a capital letter. Each important word in the name of a holiday begins with a capital letter.	applying, synthesizing	A. Have students write their favorite month, day of the week, and holiday. Have them use each in a sentence and check for correct capitalization.		
		applying	B. Give students a model of the layout of a calendar. Have them fill in the current month, days of week, dates, and holidays.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 capitalize titles of books, stories, and poems.	The first word, the last word, and all important words in the titles of books, poems, and stories are capitalized.	applying	A. Have students copy several titles, using capitalization rules.		
		synthesizing	B. Write a story or poem as a class. Have students copy the story or poem and write an original title, using rules for capitalization.		
1.08 capitalize appropriate words in poems.	In poem titles the first word, the last word, and all important words are capitalized. In most poems, the first word in every line is also capitalized.	applying, synthesizing	A. Read a poem to the class, withholding the title. Ask students to write a title for the poem using appropriate capitalization.		
		applying	B. Have students copy a poem and correct capitalization errors from a model in which all capital letters have been omitted.		
1.09 use the rules of capitalization in friendly letters.	At this time students should follow all rules of capitalization regarding dates, addresses, sentences, and proper nouns. In addition, the first word in the greeting and closing of a letter requires capitalization.	applying	A. Have students as a group correct each part of a friendly letter from a model, using rules of capitalization.		
		evaluating	B. Provide students with a letter written by the teacher to the class. Have students check the teacher's letter for capitalization errors.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use periods.	A period is used after statements, commands, abbreviations, initials, and titles.	applying	A. Give students a paragraph omitting all periods. Include abbreviations, initials, and titles as well as statements and commands. Have them supply the periods. This activity could be made into a game by timing the students.		
		applying	B. Give students a list of words that can be abbreviated. Make "periods" with a hole punch and black construction paper. Have students write the abbreviations and place construction paper "periods" at the end of the abbreviations.		
1.02 use question marks.	A question mark is used to end a sentence that asks a question.	comprehending, applying	A. Read several sentences to the class, including statements, commands, questions, and exclamatory sentences. Have students signal "thumbs up" if a question mark is required in the sentence and "thumbs down" if it is not.		
		applying	B. Give students several statements and have them turn the statements into questions.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use exclamation marks.	An exclamatory sentence shows strong feeling and ends with an exclamation mark.	comprehending, applying	A. Read several sentences to the class, including statements, commands, questions, and exclamatory sentences. Have students signal "thumbs up" if an exclamation point is required in the sentence and "thumbs down" if it is not.		
		applying	B. Give students a paragraph that includes exclamatory sentences. Omit all punctuation. Have students write the punctuation correctly, using colored pens to write the exclamation marks.		
1.04 use apostrophes.	An apostrophe is used to show that a letter or letters are omitted in contractions and to make a noun show possession.	applying	A. Give students a list of contractions in which the apostrophes have been omitted. Have students write apostrophes in appropriate places with colored pens.		
		applying	B. Give students a list of plural and singular possessive nouns in which the apostrophes have been omitted. Have them write apostrophes in appropriate places.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 332D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 use commas.	Commas indicate a pause between words. They are used in dates, in words in a series, after the greeting and closing on a letter, to separate cities and states, and between a quotation and the rest of the sentence.	identifying, applying	A. Give students a letter including a date, greeting, closing, city, and state but omitting the commas. Have them proofread for comma omission.		
		identifying, comprehending, applying	B. Give students sentences in which words in a series are used. Have students insert commas where they are needed. Have them tell how many items were in the series.		
		applying	C. Give students a paragraph with narration omitting the commas. Have them add the commas using a colored pen.		
1.06 use quotation marks.	Quotation marks come in pairs and are used to indicate the words a person actually said. They are also used to enclose a title of a story or a poem.	applying	A. Give students a list of poems and stories. Have them write the titles correctly.		
		identifying	B. Pick a page in the student's basal reader that includes conversation. Have students count the quotation marks on the page.		
		applying	C. Give students a group of sentences containing conversation. Have them add the quotation marks using colored pencils.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 associate consonant sounds with their spellings.	Students at this grade level should know all consonant sounds. Instructions should concentrate on the student's ability to recognize a sound and transfer that knowledge to a written symbol.	identifying	A. Give students a sentence with words that include double letters. (e.g., John ate seven apples for supper.) Have students identify the sounds the double letters make.	BSF Reading 32205, 32204, 32207	
		applying	B. Dictate a list of words to the students. Have them write only the words that have consonant sounds in the initial position.	BSF Reading 32205, 32204, 32207	
		applying	C. Have students write sentences using words from the list in Activity B.	BSF Reading 32205, 32204, 32207	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 spell words that have consonant digraphs.	A consonant digraph is a single consonant sound spelled with two letters. As part of this objective, students should learn how to use these digraphs to decode words for spelling purposes. The order and manner of instruction may vary and can be adapted to follow the basal speller, however, students should know these digraphs by the spring of their third grade year.	applying	A. Give students a list of homophones that contain the spellings for the letter sounds /wh/ and /kn/n/. Give students clues and have them identify the correct homophone; for example, Clue= The opposite of left is _____. (write, right) This can be an oral activity.	BSF Reading 32206	
		applying	B. Give students sets of words containing consonant digraphs to use in sentences. An example is: (knot, know) Do you "know" how to tie a "knot?"	BSF Reading 32206	
		comprehending, synthesizing	C. Make a list of the two letter single sounds for /kn/n/, /wh/, /ph/f/ which will be column A in a game. Make a second list of word endings in column B and ask the students to match the word beginnings in column A with the word endings in column B.	BSF Reading 32206	

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
1.02 continued:					
		comprehending, synthesizing	D. Make a list of words which contain the spelling for the letter sounds /ch/, /sh/, /hw/, and /ng/. Scramble the words and then ask each student to unscramble the words on the word list.	BSF Reading 32206	
		synthesizing, evaluating	E. Have the class as a group make a list of words that begin or end with the letters "ch." Ask the class to make a second list of rhyming words that contain the "tch" spelling, such as "witch," "switch," and "pitch." Then ask the students to compare the /ch/ sounds in the lists.	BSF Reading 32206	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 spell words that have consonant blends.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Examples are: "bl, cl, dl, fl, gl, sl, br, cr, dr, gr, pr, tr, sc, sk, sm, sn, sp, st, scr, and spr." Students should learn how to use these blends to decode words for spelling purposes. The order and manner of instruction may vary and can be adapted to follow the basal speller.	identifying	A. Give students a list of words including words with the consonant blends at the beginning and words with the blends at the end. Have students underline the blends.	BSF Reading 32207	
		applying	B. Have students make a list of words beginning with the blends "bl," "cl," "fl," and "sl." This activity can be done for other blends as well.	BSF Reading 32207	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 associate vowel sounds with their spellings.	Students at this level should know short and long vowel sounds and vowel digraphs. Instruction should concentrate on a student's ability to decode words.	identifying	A. Give students a list of words which include "a, e, i, o, or u" as short vowels. Have them underline the short vowel in each word.	3SF Reading 32209	
		applying	B. Have students group the words on the list according to short vowel sound. Now have them think of other words that use the short vowel sound spelled with a single letter.	3SF Reading 32209	
		identifying	C. Give students a list of words which include long and short vowel sounds. Have students identify the words which include long vowel sounds by circling those words.	3SF Reading 32209	
		applying	D. Give students a list of words that include the vowel digraphs "ay," "ea," "ee," and "oa." Then give them a word that has the same sound as found in "ay," "ea," "ee," and "oa." Have students write the list words that have that sound beside the word.	3SF Reading 32209	
		synthesizing	E. Make a list of words which contain the vowel digraph letters "ey," "ew," "ei," and "ie." This list can be completed as a class activity. Have students write sentences using as many of the words from the list having the same vowel digraph as possible. This activity can be done for the other digraphs.	3SF Reading 32209	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 use vowel diphthongs to decode words.	A vowel diphthong is a two-letter vowel combination having a unique sound. The emphasis of this objective is for students to use these diphthongs to decode words for spelling purposes.	identifying, synthesizing	A. Give students a word having the letters "oi" diphthong in it. Have them underline the diphthong and think of another word using the same diphthong. This activity may be done for other diphthongs.	BSF Reading 32210	
		classifying	B. Discuss with students the /ou/ sound spelled "ow" and "ou." Give them a list of words which includes both spellings for /ou/. Have them group the words according to spellings.	BSF Reading 32210	

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 use r-controlled vowels to decode words.	R-controlled vowels are vowels followed by "r" having a unique sound. It is said that "r" controls the vowel sound. The order and manner of instruction may vary and can be adapted to follow the basal speller; however, all third graders should know these r-controlled vowel sounds by the spring of their third grade year.	identifying	A. Give students words in which the /ir/ sound may be spelled "air," " ear," or " ere." Have students underline the letters that make the /ir/ sound.	BSF Reading 32211	
		applying	B. Give students a passage which includes unfamiliar words that have several spellings of the /ir/ sound. Ask students to make a list of those words and decode the words for the teacher.	BSF Reading 32211	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 recognize the schwa "ə" sound in words.	Schwa is the name given to the sound often produced by vowels in unaccented syllables. Schwa is represented by the pronunciation symbol "ə." Each vowel may have the schwa sound. For example, the "a" in "about," the "e" in "taken," the "i" in "pencil," the "o" in "lemon," and the "u" in "circus" represent the schwa sound. There are five components of vowels: single vowels, single vowels controlled by "r," "l," or "w," digraphs, diphthongs, and schwa. The schwa component is the hardest for students to comprehend. Many students at this level do not master this concept.	identifying identifying	A. Give students a list of words having the "ə" sound for a. Have students underline the schwa sound in each word. This activity can be done for other "ə" spellings. B. Give students a group of words and have them underline the words which include the schwa sound. For example, father, apple, against, and along.	BSF Reading 32208	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell third grade level words.	Students' spelling skills rely on decoding skills and sight vocabulary for success. Many different sequences are used in teaching decoding skills. The ideal time to introduce a new decoding skill is when the student has a need for it and is ready to learn it. For the purpose of this guide, we recommend following the program outlined in your basal speller. Teachers should, however, not hesitate to teach a new skill, even though it deviates from a previously planned sequence in order to meet the individual needs of each child. Sight word vocabulary lists may be used in conjunction with the basal speller. Students should also be encouraged to spell difficult words that are below third grade level.	organizing	A. Have students keep a notebook of difficult words. Set up a bulletin board that allows students to add a word from their notebook as they are able to master the word that previously gave them difficulty.		
		applying	B. Tell students that some people learn to spell words best by writing them. Have them practice writing their spelling words in different ways such as: 1) in decorated letters; 2) write the word five times in a row without lifting the pencil; 3) write the word in the middle of a piece of notebook paper. Decorate the rest of the notebook paper by writing the word in many different ways.		
		applying	C. Tell students that some people learn to spell words best by hearing them. Have them practice spelling their words in ways such as: 1) whisper the word; 2) tape record the spelling words and spell the word with the recorder as a spelling pretest; 3) look at the word and spell it. Close your eyes and spell the word five times; 4) sing the word.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 continued		applying	D. Tell students that some people learn to spell words best by seeing and touching the word. Have them practice spelling their words in ways such as: 1) Write the word five times using a different way to write it each time. Have them say the letters as they write the words. 2) Let them write the word on a chalkboard. Have them trace the letters and say the letters as they trace them.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use a study step plan to spell words.	Study step plans are varied. A good study step plan will help visual , auditory, or tactile learners. Some students may have several learning styles. Students should be aware of the method that works best for them. Some students will reach this level of awareness early in their school program while others take a longer time to realize how they learn best. The study-step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study-step plan is recommended over another, but that a plan in itself is important.	applying evaluating	A. Have students copy a study step plan such as the following: 1. Look at the word. 2. Pronounce it. 3. Say the letters in the order they occur. 4. Repeat the letters in sequence with the eyes closed. 5. Write the word without looking at it. 6. Check the word for correct spelling. B. Have students use the study step-plan to study their weekly words. Have them discuss how the plan helped them learn the words.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 proofread for errors.	The emphasis of this objective is to make students aware that proofreading for errors in spelling is a valuable tool in the spelling process. Research has shown the importance of students analyzing the types of errors in their misspelled words. When students can focus on the kinds of errors and correct these errors there is a reduced tendency to repeat the error.	evaluating	A. Have students copy the following proofreading steps for spelling and use it to check spelling errors: 1. check letter sequence 2. check capitalization and punctuation affecting spelling 3. check prefixes and suffixes 4. check for letter omission.	L.A. 234F1	
		analyzing	B. Have students work in pairs to give each other a written spelling pretest using teacher assigned words. Have students proofread by comparing each of their spelling word attempts to the correctly spelled words. Instruct them to put a check by each correctly spelled word and circle each incorrectly spelled word. To the right of each misspelled word, have students write the word correctly. Now have students discuss with their partner how they misspelled the word. After the discussion have them turn their papers over and write the word(s) they misspelled. Repeat the process for checking for errors.		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize base words.	A base word is the simplest form of a word. It is sometimes called a root word.	classifying	A. Give students a list of words with a common base word. For example: hand-handful-handy. Have them underline the common base word.		
		identifying	B. Give the students a list of words having prefixes and suffixes. Have them highlight the base word in each word.		
1.02 use prefixes to change words.	A prefix is a syllable or syllables added to the beginning of a word. The meaning of the word is changed.	identifying	A. Give students a list of words which include the prefixes "re" and "un." Have students underline the prefixes.	BSF Reading 32216	
		applying	B. Give students the prefixes "re" and "un" and their meanings. Using the words in activity A, have students write the meanings of the words. For example: unhappy = not happy; rewrite = write again.	BSF Reading 32216	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use suffixes to change words.	A suffix is a letter or letters added to the end of a base word.	applying	A. Give students a list of verb base words and have them form the past tense by adding "ed." Have them pick three of the base words about which to write an original sentence.	BSF Reading 32217	
		synthesyzing	B. Give students the following words: small, cold, slow, high, and sweet. Have them write comparative sentences using the "er" suffix with each base word.	BSF Reading 32217	
		identifying	C. Give students the following list: farm, paint, drive, garden, and learn. Have them add the suffix "er" to each word to form a word that means "one who _____." Have them underline the base word.	BSF Reading 32217	
1.04 recognize correct spelling of contractions.	A contraction is a shortened form of two words. An apostrophe (') is inserted where a letter or letters have been ommitted. The emphasis in this objective is upon correct spelling of the contractions.	applying	A. Give students a list of contractions and a story that uses a variety of contractions but has them omitted. Have students fill in the missing blanks with the correct contraction. Have students check for spelling errors.		
		synthesizing	B. Give students a list of correct and incorrect contractions and have them underline the incorrectly spelled contractions.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 demonstrate correct spelling of abbreviations and titles.	Abbreviations are shortened forms of words. At this grade level we are concerned with the spelling of the abbreviations for the days of the week and the months of the year. The emphasis in this objective is upon correct spelling of personal titles.	applying	A. Give students a list of abbreviations including correct and incorrect abbreviations. Have students proofread for correct spelling.		
		applying	B. Give the students a list of names of familiar people and have them supply the proper title. Emphasis should be on correct spelling of titles. Example: Wayne Johnson-Dr. Wayne Johnson.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 333D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCE
The learner will:					
1.06 recognize syllable patterns.	The ability to break words down into separate components is an aid in learning to spell multisyllabic words. For each vowel sound in a word there is a syllable See BSF Reading 32221, 32222, 32223, and 32224 for specific rules.	discriminating	A. Give students a list of words including some words with the "VC/CV" syllable pattern and some without. Have students underline the words containing the "VC/CV" syllable pattern.	BSF Reading 32221	
		discriminating	B. Make key cards with "VC/CV" and "/Cle." Make game cards with two syllable words. Have the students draw a card and match it to the appropriate rule.	BSF Reading 32222	
		identifying	C. Give students a list of words which include the "VC/CV," "/Cle," "V/CV," and "VC/V" rules. Have the students identify which rule applies to each word.	BSF Reading 32221, 32222, and 32223	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 distinguish complete and incomplete sentences.	A sentence is a group of words consisting of a subject and predicate that expresses a complete thought. Words are placed in a sentence in an orderly manner. Sentences begin with a capital letter and end with a period, question mark, or exclamation point.	comprehending	A. Show students a group of complete and incomplete sentences. Have them identify a complete sentence by indicating with a "thumbs up" signal.	L.A. 332AI	
		identifying	B. Give students a list of sentences and groups of words. Have them identify the complete sentences by underlining them.		
		applying, matching	C. After a discussion of subjects and predicates, write several subjects on the board under the heading SUBJECT and several predicates under the heading PREDICATES. Have students match the subjects to predicates to form sentences.		
		applying, synthesizing	D. Divide students into pairs. Designate one student as the "Subject" and one as the "Predicate." The "Subject" must supply five subjects and the "Predicate" must supply five predicates to be joined in order to form five complete sentences.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 write words in order in a sentence.	Words should be placed in a sentence in an order that makes sense. There can be more than one way of ordering the words in a sentence. If the word order changes, it may or may not change the meaning of the sentence.	identifying	A. Write a sentence in a scrambled order and in a correct order. Ask students to select the sentence which is in correct order. Do this exercise with several sentences.		
		applying	B. Give students several short scrambled sentences and ask them to put the words in order.		
		applying	C. Give students several sentences. Have them write the same sentences in a different order. An example is: 1) In the box you will find a surprise. 2) You will find a surprise in the box.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 332A1 00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 write words that add detail to sentences.	This objective teaches students that they can add words to sentences in order to help convey an idea in a more detailed way. Adjectives and adverbs add detail to sentences.	comprehending	A. Write a sentence on the blackboard omitting a word that adds detail to the sentence. Ask the class to suggest words that can be used to add detail.		
		applying, synthesizing	B. Break the class into groups. Give the groups sentences. Have each group come up with one or more suggestions on how the sentences can be expanded. Have a spokesperson from each group share the group's ideas with the class.		
		comprehending, synthesizing	C. Put a sentence on the board and compile a list of adjectives that describe the noun in the sentence. The words can answer "how many," "which," and "what kind." Do this with more than one sentence. Then ask students to develop sentences using adjectives.		
		synthesizing	D. Write a sentence on the board. Ask students to describe the verb, answering the questions "how," "when," and "where." Write the adverbs that answer these questions on the board. Then ask students to develop sentences using adverbs.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify the parts of a paragraph.	A paragraph is a group of sentences about one idea. The main idea is expressed in a topic sentence, which is often the first sentence of the paragraph. All other sentences support the topic by stating details that tell more about the topic sentence. The first sentence in a paragraph is indented.	identifying applying, identifying	A. Give students a copy of a paragraph from their basal reader. Have them draw a line under the topic sentence in the paragraph. B. Give students three related paragraphs. Have them put a star where the paragraphs begin, underline the topic sentences, and draw two lines under the detail sentences.		
1.02 identify relevant and irrelevant information in a paragraph.	A paragraph is a group of sentences that tells about one idea. Each sentence in the paragraph conveys or supports the main idea. If a sentence does not convey or support the main idea it is not relevant to that particular paragraph and should be omitted.	identifying identifying	A. Give students a paragraph in which one sentence is not relevant. Have students identify the sentence that does not belong. B. Put sentences from a paragraph on sentence strips. Include one sentence that is irrelevant. Have students identify the sentences that belong in the paragraph. This can be a center activity.		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 write a paragraph.	Students at this grade level should be able to write a paragraph that conveys a main idea, has a topic sentence and detail sentences and begins with an indented line. Instruction should note that the topic sentence is usually the first sentence. The emphasis of this objective is on paragraph structure.	applying, sequencing	A. Give students a topic sentence and several detail sentences. Have them arrange the sentences in order to form a paragraph.		
		applying	B. Give students a list of topics. Examples are: 1) a ball game; 2) a television star; 3) a good friend; 4) a castle. Have students write a topic sentence for one of the topics. Instruct them to develop a paragraph from this sentence. Have students proofread and revise their paragraphs.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate style by writing a poem.	A poem is a means of communicating through the use of descriptive language. Some poems use comparisons to describe things. Poems may or may not rhyme.	applying, synthesizing	A. Give students rhyming lines from a poem in mixed order. Have students arrange the lines in the poem in order to make it rhyme.		
		applying, synthesizing	B. Have students write a poem about what they would do if they were an element in nature. For example, "I am a waterfall..."		
1.02 write a descriptive paragraph	A descriptive paragraph is a group of sentences that describes or tells about something. The creative process in which the writer originates and develops the paragraph is emphasized in this objective. A descriptive paragraph not only describes how something looks, but also how it feels, tastes, or smells as well.	applying, synthesizing	A. Choose an object for the class to write about. Have them write phrases telling about the object. Have them incorporate the phrases in a paragraph.		
		applying, synthesizing	B. Modify Activity A by giving each student a different object in the classroom to write about. Tell them to keep the object a secret. Have them write a descriptive paragraph about the object and read it to the group. Other students must guess the object from the description.		
		applying, synthesizing	C. Give students a sample of a food and have them describe how the food smells, tastes, looks, and feels. Have them incorporate these descriptions into a paragraph.		

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334C1 00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 write a factual paragraph.	Students have already been introduced to the process of writing sentences in paragraphs. This objective is intended to encourage students to write sentences that give information. They should answer the questions "who," "what," "when," "where," "why," and "how" with their statements.	comprehending	A. Explain how important the elements of "who," "what," "when," "where," "why," and "how" are to paragraphs. As a class have students find each element in a paragraph in a newspaper or magazine article.		
		applying	B. Give students facts about a specific topic. Have them organize the facts in paragraph form.	BSF Reading 32139	
		applying	C. Give students several resources on specific topics, such as; animals, space travel, or dinosaurs. Have students pick a topic and write a question about the topic. Students can then find facts to answer their questions. Instruct them to organize the facts into a paragraph.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334C1.00 To understand the elements style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 write a story.	The three elements that make up a story are: 1) character(s) - the people or animals in a story, 2) setting - where and when a story takes place; 3) plot - what happens in the story. Students should be able to identify the elements of a story as part of the prewriting stage of composition. The writing stage of composition involves developing the elements in three parts, a beginning, middle, and an end in a first draft. The story is then revised. Proofreading is part of the revision process.	applying applying	A. Give students a type of story, such as, make-believe. Have students draw a picture to represent their settings and their characters for the make-believe story. Have them develop a story from the picture. B. Give students a title of a mystery, such as, "The Case of the Missing Key." Identify the characters, setting, and a set of clues. Have students develop a story from the given information.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL 33000 Understanding and utilizing written communication

STRAND Composition

TERMINAL OBJECTIVE: 334D1.00 To understand the contribution of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, freeform writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing.	creating	A. Give students a topic to brainstorm. Have them write down as many ideas as they can think of about a specified topic within a reasonable amount of time.		
		applying, synthesizing	B. Tell students that for the next 10 minutes you want them to think and write down ideas about great monsters in the movies. Instruct students to do this freeform writing by letting their minds wander and to write down the flow of ideas concerning the topic. Have students share their ideas with each other.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 write an invitation.	An invitation is a note that invites someone to a special event. The information included in the invitation should answer the questions "what," "where," and "when" about the special event.	listing, synthesizing	Plan a class party. (This activity could be centered around an existing class party.) Have students write invitations for the party, using a model.		
		synthesizing	B. Have students write invitations to their favorite movie stars, inviting them to visit the class.		
1.02 write a letter.	A letter is a way to communicate to others. Heading, date, greeting, body, closing, and signature are the parts of a letter. Refer to the basal text for instruction and placement of letter parts. Friendly letters and thank-you notes are stressed at this grade level.	applying, synthesizing	A. Using a model as a guide, have students write a class letter. The letter can be to the principal, a classmate, or their parents. Have students copy the finished letter from a model and deliver it.		
		applying, synthesizing	B. Designate a day as "Courtesy Day." Using a model as a guide, have students write a thank-you note to someone who has shown them a courtesy.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 address an envelope.	An envelope is a means of sending communication. The return address, mailing address, and the stamp are the parts of an addressed envelope.	applying	A. Have students draw an envelope on their papers. Now have them copy the parts of an envelope from a model.		
	Refer to the basal text for instruction and placement of envelope parts.	applying	B. Give students blank envelopes. Using a model, have them address an envelope to mail the invitation they wrote in 1.01 Activity B.		
1.04 write directions.	Directions are given as an order to do something or to tell how to do something. Directions are given sequentially and the words "first," "last," "next," and "then" are helpful in showing sequence. Directions can be oral or written. The emphasis in	applying	A. Show students a model of a recipe such as a playdough recipe or any other cooking activity recipe. Using the model as a guide, have students write the directions as you perform them. Discuss sequence and the importance of clear directions.		
	this objective is placed upon writing directions.	synthesizing, ordering	B. Have students write directions for making a sandwich, washing their hands, setting the table, etc.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Writing

GOAL: 33000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 334F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: * 01 proofread for errors and revise writing.	The final phase of any writing composition is checking for errors. The writer will proofread for omitted words, legibility of handwriting, punctuation, capitalization, spelling, and paragraph indentation. Many times a writing project can be improved by revising it for better word choice. Revision is included in the final phase of writing. Editing procedures are left to the discretion of the teacher.	synthesizing, evaluating, analyzing evaluating	A. Have students write a news story about a school or community event, as a class. Have them proofread and revise for better word choice. B. Have students evaluate any written composition using the following checklist: 1) Is my handwriting legible? 2) Did I use proper capitalization? 3) Did I use correct punctuation? 4) Did I spell each word correctly? 5) Did I indent paragraphs? 6) Is revision necessary?		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 make observations.	A skilled observation is different from a casual look at something. The skilled observer looks at appearance and/or behavior in evaluating an action, object, or person and does not integrate personal feelings or perceptions in that observation. The ability to make skilled observations is important to many fields of study. Skilled observations are used in science as part of the fact-finding and experimentation processes. Writers make skilled observations when they gather information about which they will write. In social studies, observers must be able to record events in an objective manner. Observations are used in the making of measurements in math and science.	comprehending, applying	A. Have students observe you or another school employee. Tell them to make a list of the duties for which the employee is responsible.		
		comprehending, applying, synthesizing	B. Have students "window watch" outside either their schoolroom window or their bedroom window. Have them make a list describing their observations. This activity could be used to begin a creative writing activity.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 formulate questions to gather information.	People ask questions to help them understand. In determining what questions to ask, questioners first identify gaps in their schema, that is, gaps in their understanding of the thing. Those gaps are articulated in the form of questions. People often are afraid to ask questions because they are afraid their questions will sound simple. But by virtue of the fact that each person approaches things with a different schema, sincerely asked questions are not genuinely simple ones. Students at this grade can formulate questions that will tell them the "who," "what," "when," "where," "why," and "how" of an incident. Students' efforts to formulate clear, precise questions should be reinforced and their curiosity rewarded. Work at developing structured ways to seek answers together.	analyzing, synthesizing	A. Invite a guest to make a presentation to the class. This can be in conjunction with a current unit of study. Before the guest arrives, have students as a class decide what questions they would like to ask. After the presentation encourage them to ask these questions and others spurred by the presentation.		
		analyzing, synthesizing	B. Perform a science experiment or project. As you progress through the project, tell students to think of the words "I wonder..." in order to develop any questions concerning the project. If there are any questions that cannot be answered without further research, have the class as a group determine the answers with teacher-provided resource materials.		
		analyzing, synthesizing	C. Tell students to pretend they are detectives. Give them several situations in which a detective would have to gather information and have them write several questions using the words "who," "what," "when," "where," and "why." They can role play the situation of the detective.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organization Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 make comparisons and contrasts.	Students at this age are developing the ability to note the characteristics of objects. They may use the words "like" and "as" to state that one object is similar to another. They are beginning to use synonyms and antonyms. They can compare objects by using adjectives that end with "er" and "est". Students are limited in their ability to make comparisons by those things that are within the realm of their experience.	synthesizing	A. Have students write a simile about a popular food. Emphasize the words "like" or "as" in the comparison. For example, a pizza smells like a _____. It smells as _____ as a _____.		
		synthesizing	B. Have students rewrite a common simile such as "As hard as a rock," replacing the word "rock."		
		synthesizing	C. Have students select two items that are similar yet have some differences. (e.g., shoes). Have them compare and contrast the items orally.		
1.04 classify.	Students are improving their ability to classify objects at this age. They are developing in ability to assess a variety of characteristics and categorize objects into more than one class. They are beginning to note that one class may be a subset of another class.	applying	A. Put a variety of objects on display and have students group the objects according to the primary material used in making the object. Sample categories include objects made from trees, objects made from animals, and objects made from minerals.	S.S. 343E1	
		applying	B. Have students group Tennessee products under the categories of raw materials or manufactured goods. Raw materials include coal and cotton. Manufactured goods include records, cars, boots, etc.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 sequence items.	Students are improving their ability to place a group of objects in order and are developing an ability to order numbers in a pattern. They can put from three to five events in order.	applying, analyzing	A. Give students pictures of a process such as the mining of coal for use in generating electricity. Use a railroad track as a sequential time line. Have students place the pictures in sequential order from the coal mine to the light blub.	BSF Reading 32112	
		applying, analyzing	B. The above activity could be adapted to illustrate fossil formation.	BSF Reading 32112 Sc. 353L3	
		applying, analyzing, synthesizing	C. Read a story to the class. Have them draw three to five pictures about the story in sequential order. Students can then put these pictures on a long strip of paper to make a "filmstrip" of the story.	BSF Reading 32112, 32113	

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.06 make inferences.	In making inferences people identify an event that has happened or something that exists without being told about the thing's occurrence or existence. To make an inference, a person must have the background experience to understand the facts of the situation, the inferred experience, and the relationship between the two. Then the person must identify the inferred experience. By the latter part of the third grade, students will have developed basic perceptions (a schema) about how things occur. They should be able to read a simple story and make an inference about something that was implied in the story. The emphasis in this objective is upon the process used to gain information which is not directly stated.	applying, analyzing	A. Have students read an excerpt from a basal text. Give them a list of questions and ask them to decide whether the answer to each question is factual (directly stated in the text) or inferential (not directly stated). Discuss what facts were used to answer each inferential question.	BSF Reading 32120, 32129,32139	
		applying, analyzing	B. Give students several fire safety rules. Ask them to make inferences about why each rule was formed ("Close a matchbook cover before striking a match. Why would this be a safety rule?")		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 use inductive thinking to draw a conclusion or make a generalization.	Children use inductive thinking when they draw conclusions or make generalizations. To think inductively students must understand the information from which they are making the projection and know how to bridge to an idea which is derived from the information. The emphasis in this objective is on the process used to draw conclusions.	drawing conclusions	A. Have students perform a simple science experiment on pollution. Ask them to place petroleum jelly on two dishes, covering one dish while leaving the other exposed. Place the dishes outside for a period of time. Ask students to observe what happened to the petroleum jelly by comparing the two dishes and to describe what this experiment tells them about the air.	BSF Reading 32129 Sc. 35401	
		making generalizations	B. In conjunction with the above activity, as a class write a generalization about the effects of pollution.	Sc. 35401	

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.08 predict outcomes.	In this objective students are learning to anticipate or speculate. To accomplish this objective students will need to work with a situation which is understandable to them. They will have to know how to determine which elements are relevant to making the forecast and have an understanding of the types of outcomes that can occur. The emphasis in this objective is on the process of making a prediction.	predicting, synthesizing	A. Show students a movie for entertainment. Stop the movie before the conclusion is shown. Have students write down their predicted outcomes on paper and instruct them to keep these predictions a secret. Show the rest of the movie and let students compare the outcome they wrote with that of the movie writers. Have them write down the facts on which they based their predictions.	BSF Reading 32124	
		predicting, synthesizing	B. Give students several real-life problem situations (e.g., You get lost from your family at the circus.) Have them write predictions to share with the class.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.09 make judgments.	In the final stage of the investigatory process the individual makes a personal evaluation of the conclusions reached. A judgment reflects the values and opinions of the person. Judgments may be used as a basis for continuing investigation or may be stored in memory for future reference. To make a judgment students will have to understand the subject about which they are making the evaluation and to identify basic principles by which the judgment will be made. Students should be encouraged to state their educated opinion and explain their evaluation of the facts.	evaluating	A. Give students background information on the responsibilities of caring for a particular pet. After a class discussion, record the needs of the specific pet as to diet, housing, expense, and daily care. Have students make a judgment about how appropriate this particular pet would be for them.		
		evaluating	B. Give students a list of class rules. In a class meeting have students make judgements as to whether the rules are appropriate for them.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.10 solve problems.	Students should be encouraged to use their thought processes in a unified manner. This will help them plan for a situation, gain a better understanding of a circumstance, or solve a problem. When people solve problems, they select a strategy they hope will result in the desired solution. The strategy identifies these basic steps: 1) identifying a topic, 2) planning to collect data, 3) gathering the information, 4) organizing the information, 5) summarizing the information, 6) and developing a new (or personal) perspective. Students at this level are developing an ability to solve problems in a logical manner, but they will have difficulty conceptualizing many different possibilities.	analyzing, synthesizing, evaluating analyzing, synthesizing, evaluating	A. Give students a hypothetical situation such as: "You plan to go spend the night with a friend after school on Friday. Your friend does not come to school Friday morning." Have students describe possible solutions to the problem. B. As a class, brainstorm possible problems Superman or another superhero might have. From the list have students write possible solutions to the problems		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.11 use a systematic plan.	A systematic plan is an organized way to accomplish a task or reach a goal. Students should be encouraged to make lists of "things to do" in order to accomplish tasks and rank these in a priority order.	applying	A. Design a "learning log" on which students can organize their daily assignments.		
		applying	B. Have students make a contract for learning their multiplication tables. Give students a contract form to record their progress.		
		applying	C. Have students list things that must be done in order to be prepared to go home including homework assignments and books/materials needed. Then have them rank each in priority order.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 brainstorm ideas.	Students brainstorm to spontaneously produce ideas which they evaluate later.	synthesizing	A. Have students brainstorm space travel. Have them include the things they would see, the places they would go, the means of transportation they would use, the foods they would take, the clothes they would wear, and any other necessities.	Sc. 353J3	
		synthesizing	B. Have students brainstorm ideas for inventing a machine to do tasks such as homework or chores.		
1.02 create an original idea.	Creative thinking involves generating ideas, then selecting one to develop in an original way.	synthesizing	A. Have students use the ideas generated in Activity A 335B1.01 to make a booklet about a trip they took in space. Ask them to draw pictures illustrating each aspect of the trip; such as, food, transportation, clothes, and sights they saw. Have students include a paragraph about their trips on the last page of the booklet.		
		synthesizing	B. Have students use the ideas brainstormed in Activity B 335B1.01 to create their own inventions.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 335B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 elaborate on an idea.	The student should elaborate on an idea in an original way and should be encouraged to produce a unique response.	synthesizing	A. Have students write their names in manuscript and/or cursive writing in an elaborate way.		
		synthesizing	B. Give students a coat-of-arms and have them elaborate on that form by drawing things that are meaningful to them.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 336A1.00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 follow directions.	Directions are given as an order to do something or to tell how to do something. Directions are given sequentially and the words "first," "last," "next," and "then" are helpful in showing sequence. The emphasis in this objective is placed on following oral directions.	applying	A. Give students a short sequence of oral directions to be followed as an art project, making it clear that they should do only as you say. Have them draw a head, nose, eyes, and mouth. Ask them to identify what is missing (i.e., ears, hair, and teeth).		
		applying	B. Record the multiplication tables on tape to be used as a practice test. Give students exact directions such as: "Number your paper from 1-12. Put your name in the upper right-hand corner of the paper, etc." Instruct them to perform each task as it is explained.		
		applying	C. Have students play a game of "Simon Says" to emphasize the importance of careful listening.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 336A1.00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 listen for specific information.	As students listen to selections, they will gather more information if they listen with a purpose. Thinking of questions and answers during the listening process helps in the gathering of information.	applying	A. Read students a short passage and have them listen for the answers to three specific questions you have given them. After hearing the passage, have students answer the questions. Read the passage again and have students check their answers.		
		applying	B. Have students listen to a ballad, such as, Davy Crockett. Give them specific things to listen for, such as, "Where was he born? What did he do when he was three?", etc. Have them answer the questions by listening to the ballad.		
1.03 take dictation.	Writing from dictation requires integrating the process of listening with the process of production. It involves the application of the rules of spelling, capitalization, punctuation, and grammar as well as to letter formation, placement, and spacing. At this level, simple sentences with familiar words should be used.	applying	A. Dictate at a slow pace several simple sentences using only words students can spell, such as: "Summer days are fun." "Jack plays ball." "Mary plays at the park." Check the students' work to see if they have written the sentences correctly in cursive.		
		applying	B. Dictate a familiar poem or limerick to the students. Provide them with a copy of the poem or limerick. Have them make any necessary corrections.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 336B1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 listen to a variety of literature.	Literature includes well-written poems, stories, and books. The types of literature presented should be varied and allow for a wide range of students' interests. The emphasis of this objective is on literature received by listening.	applying	A. Read a classic to the class. Have students make shadow boxes depicting their favorite parts.	BSF Reading 32401, 32402	
		applying	B. Read a mystery to the class, stopping before the mystery is solved. Have students write an ending to the mystery. Read the conclusion and have students discuss their endings with the author's ending.		
		applying	C. Set up a listening center in the classroom with a variety of tapes or records. Include a variety of literary forms; such as, folk tales, poetry, classics, ballads, and short stories.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337A1.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 recognize the differences in vocabularies.	Vocabulary can be influenced by life style, geographic area, profession, and type of education. Word meaning can be influenced by colloquialisms. Vocabulary changes to meet the needs of the times.	synthesizing, identifying	A. As a class have students make a list of words from the past (i.e. ice box). Now have them identify the modern-day word that has the same meaning (i.e. refrigerator).		
		recognizing, applying	B. As a class have students discuss instances in which it is necessary to form new words in our language. Have them make a list of several words that would be foreign to: 1) a caveman 2) a pioneer 3) a person living 20 years ago 4) a person living 100 years from now.		
1.02 use vocabulary to communicate thoughts and ideas.	Vocabulary develops through written as well as oral communication. Students will naturally increase their vocabularies as they move through their school programs. They should be encouraged to add additional vocabulary to their daily speech.	identifying	A. On slips of paper write a vocabulary "word of the day" for each pupil. Pass out the words and have each student identify the word and its meaning. This can be a word from a current basal reading lesson.		
		applying	B. Have students keep a notebook of the new words they now "own." Tell them that in order to "own" a word they must use the word at least 5 times during the day.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337B1.00 To use standard English effectively in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use subject-verb agreement.	Subjects and verbs must agree in number. Singular subjects require singular verbs; plural subjects require plural verbs. The "s" ending of a subject is the sign of the plural. The "s" ending of a verb is the sign of the singular. The subject may be a noun or pronoun. Correct pronouns used as subjects should be emphasized.	applying	A. Give students subjects to be used in oral sentences. Have them discuss subject-verb agreement as they listen to the sentences.		
		applying	B. Give students a list of subjects and verbs. Have them tape the list, using correct agreement. With a partner, have students review the tape for correct agreement.		
1.02 use irregular verbs.	Irregular verbs do not add "ed" to form the past tense. They have special past forms. Some of these irregular verbs and their past tense forms are: give-gave; did-done; saw-seen; come-came; ran-run; and go-went.	identifying, comprehending	A. Give students several sentences. Have them orally tell whether the verb in each sentence indicates past or present time.		
		applying	B. Give students a list of irregular verbs and several sentences in which the verb has been omitted. Have students use verbs from the list to orally complete the sentences.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337B1.00 To use standard English effectively in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use negatives in sentences.	A sentence is negative when "not," "no," "nothing," "nobody," "none," or "never" is added to an affirmative sentence. When the verb in the sentence is an action verb, put "do," "does," or "did" in front of "not" and use the plain form of the verb.	applying	A. Give students several affirmative sentences. Have students restate them as negatives.		
		applying	B. Make a set of cards with "not," "no," "nothing," "nobody," "none," and "never" on them. Have students draw a card and use that word in an oral sentence.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use expression in oral communication.	A speaker uses pitch, rate, stress, rhythm, pauses, and body language to express ideas or feelings.	identifying, applying	A. Read students short passages that express obvious feelings (i.e. sadness, happiness, excitement, etc.). Have students identify the emotions and discuss how the speakers used their voices and body language to convey the emotion.	BSF Reading 32101	
		applying, identifyfing	B. Give students short scenes from a play to act out. Use scenes which illustrate: 1) fear, 2) surprise, 3) sadness, 4) joy. Have students discuss how the characters conveyed the emotions.		
1.02 give oral directions.	Directions are given as an order to do something or to tell how to do something. The emphasis in this objective is upon giving oral directions.	applying	A. Divide the class into groups and have students practice giving directions for making something, washing the face, brushing teeth, or sharpening a pencil.		
		applying	B. Play a game of "Simon's Directions" (a variation of "Simon Says"), using three-step oral directions. Have students choose partners and practice giving oral directions, such as, "Simon directs you to scratch your nose, wink your eye, and hop on one foot."		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 use telephone skills.	Students at this grade level should be able to call home, deliver and take messages, and call emergency numbers.	applying	A. Have students make "tin can" telephones with tin cans and string. Let them practice making telephone calls and taking messages.		
		applying	B. Give students several situations. Examples are: 1) "Call the doctor's office and tell them Jan fell and broke her arm." 2) "The President of the United States called and wants your father to be in Washington tomorrow. Take a message." Have them choose partners and practice making calls and taking messages.		
1.04 contribute to a group story.	A story is a means of expressing thoughts or ideas to others. It can also tell about something that happened. When a group tells a story, each person contributes to the story.	applying	A. Divide the class into groups of 4. Give each group a story starter describing "who," "what," "when," and "where." Have the students elaborate on the story and present the story to the class.		
		applying	B. Start the class off to create a "fortunately, unfortunately" story. (i.e. Fortunately, I found a million dollars! Unfortunately, I bought an airplane with part of it...) Have each student contribute to the story.		

LANGUAGE ARTS - GRADE 3

SUBJECT AREA: Thinking and Expression

GOAL: 33000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 337C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 make an oral presentation.	An oral presentation at this level can be an announcement, explanation of a project, or short talk on a subject.	applying	A. Have students participate in a short play. This activity can be done in groups. Give all students an opportunity to make an oral presentation.		
		applying	B. Give students an item to "sell" to the class in the form of a commercial. Set a time limit for the "sales pitches."		